

**AN ERROR ANALYSIS OF PUNCTUATION IN WRITING
DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF
THE TENTH GRADE OF SMAN 1 TERUSAN NUNYAI
CENTRAL LAMPUNG IN THE ACADEMIC YEAR
2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

DIAH SAFITRI
NPM: 1511040031



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2019**

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STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2019**

ABSTRACT

This research aims to analyze the error and provide description of error analysis of punctuation in writing descriptive text. In writing a text students often do not pay more attention of punctuation and the students more focus on the content of the text rather than the punctuation. For this reason, the objective of the research are to find out the most common types of punctuation error that students make in writing descriptive text and to find out the causes of the error.

This research used descriptive qualitative research and used purposive sampling technique, the subject of the research was tenth grade of Iis 3. In collecting the data, this research used documentation and interview. The documentation was gathered from the students' tasks of descriptive text then it was analyzed in order to draw a conclusion. The researcher accounting percentage of the types of error and classify the error based on surface strategy taxonomy. Afterwards, the researcher analyzes the sources of error.

In conclusion, based on the result of the research, it was found the total of students' error were 57 items, there were 28 items of punctuation error of full stop, 26 items punctuation error of comma, 2 items punctuation error of hyphen, and 1 item punctuation error of apostrophe with the percentage of error 44 items error of omission or 77%, 10 items of addition error or 17.5 %, 3 items of misinformation error or 5.5%. Those errors were indicating that the most error of students. Based on the data, the researcher concluded the sources of students' error were overgeneralization, ignorance of rule restriction, incomplete application of rules, false concepts hypothesized.

Keywords: Error Analysis, Punctuation, Descriptive Text.

DECLARATION

I hereby declare this thesis entitled “An error analysis of punctuation in writing descriptive text at the second semester of the tenth grade of SMAN 1 Terusan Nunyai Central Lampung in the academic year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledgement in the next.

Bandar Lampung, December 16th 2019

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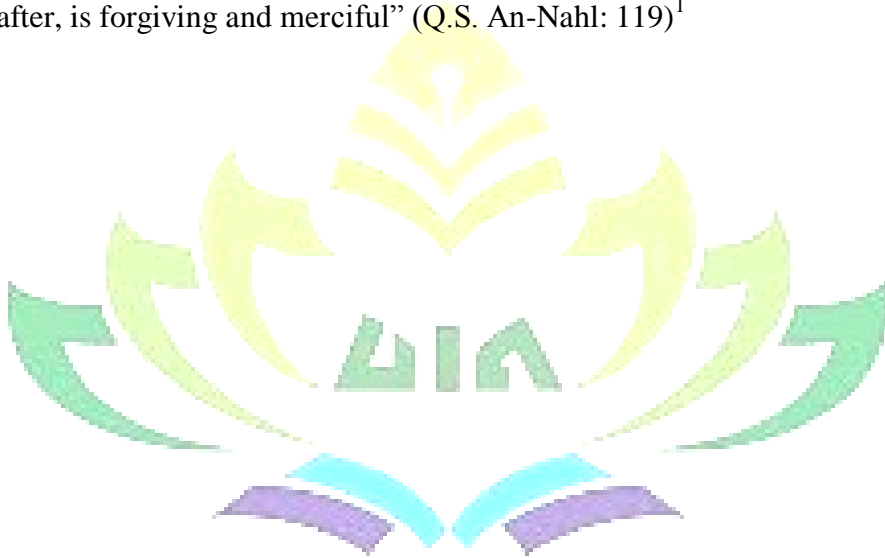
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MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ
ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

119. “Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves indeed, your Lord, thereafter, is forgiving and merciful” (Q.S. An-Nahl: 119)¹



¹Mushaf Al Hilali, Al Qur'an and the Translation (4th ed) (Jakarta: AL-Fatih, 2013), p.281.

DEDICATION

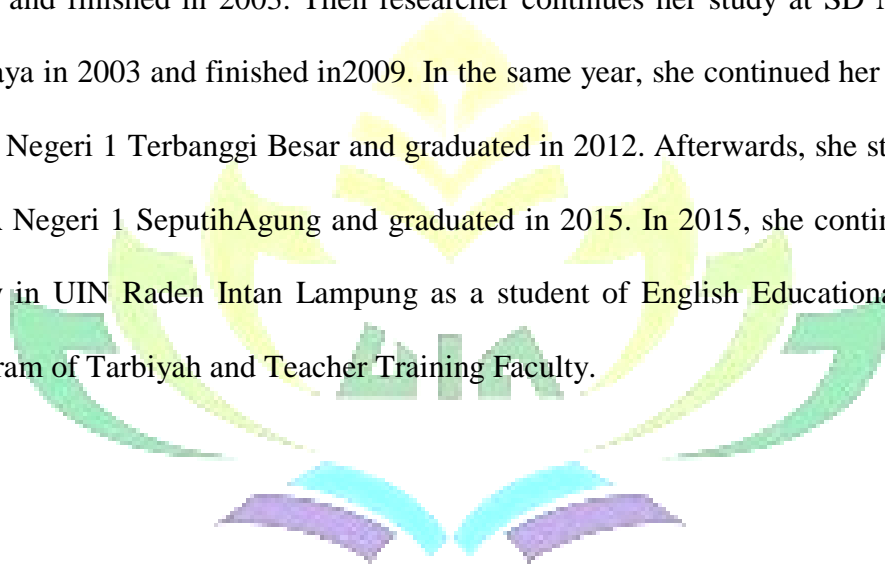
Praise and gratitude be to Allah SWT for his abundant blessing for me, and from

My deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr.Sumadi who always support, advice, love and keep on praying for my life. And Mrs.Slamet Rahayu (Almh)who always love me and support me although she does not beside me right now. The biggest thanks to both of you, I highly love you so much, dad and mom.
2. My beloved elder sister and brother, Kanti Migiarsih and Sidek Purnomo and my little brother Bayu Nugrohowho have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved family, Parginem, Asih Lestari, Gunawan Dwi Atmaja, Widarti,Leni Giarti,and Andri Setiawan, thanks for your love, help, and motivation given to researcher.
4. My beloved almamater of Raden Intan State Islamic University (UIN) Lampung.

CURRICULUM VITAE

The researcher's name is Diah Safitri, she was born on February 10th 1997, in Adijaya, Kecamatan Terbanggi Besar, Kabupaten Lampung Tengah. She is the third child of four siblings from Mr. Sumadi and Mrs. Slamet Rahayu. She has an older sister that is Kanti Migiarsih, an older brother is Sidek Purnomo and a little brother, Bayu Nugroho. The researcher started her study at TK ABA Adijaya in 2002 and finished in 2003. Then researcher continues her study at SD Negeri 1 Adijaya in 2003 and finished in 2009. In the same year, she continued her study to SMP Negeri 1 Terbanggi Besar and graduated in 2012. Afterwards, she studied in SMA Negeri 1 Seputih Agung and graduated in 2015. In 2015, she continued her study in UIN Raden Intan Lampung as a student of English Educational Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Praise to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled, “An error analysis of punctuation in writing descriptive text at the second semester of the tenth grade of SMAN 1 Terusan Nunyai Central Lampung in the academic year 2018/2019” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd the advisor, who has spent countless days to give correcting this thesis for its betterment.

4. Yulan Puspita Rini, M.A, the co-advisor, who has always patiently guided, helped and countless time that has given to the researcher to finish this thesis.
5. All lecturer of English Department of UIN Raden Intan Lampung, who has taught the researcher since the beginning of the study.
6. Drs. Andreas Sinaga, MM, the headmaster of SMAN 1 Terusan Nunyai for allowing the researcher to conduct the research.
7. Saptawati Saumil Bariroh, S.Pd, the Assistant Principal of Academic Affairs and Curriculum for allowing to the researcher conduct the research and being helpful during the research process.
8. Elnida, S.Pd, the English teacher of SMA Negeri 1 Terusan Nunyai for allowing the researcher to carry out the research in their institution and for giving the contribution while the researcher was conducting research there.
9. All students of tenth grade at SMAN 1 Terusan Nunyai in the academic year of 2018/2019, for giving nice participation during the teaching learning process in conducting research.
10. All of the researcher's friends of English Education 2015 class A, especially for Desy Rahayu Lestari, Diana Ayu Astari, Eka Apriliani Inderita and Hasna Azizah, thank for your love, help, friendship and motivation given to researcher.
11. All my friends in teacher training (PPL) at MI Al Muhajirin Bandar Lampung and all members of KKN posko 37 especially for Mahoni's

family (Dwi Susilowati and Inda Sundari), thank for your friendship, love and support given to researcher.

Finally, the researcher is fully aware that there are still have a lot of weakness in this thesis. For this, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, December 16th 2019

The Researcher



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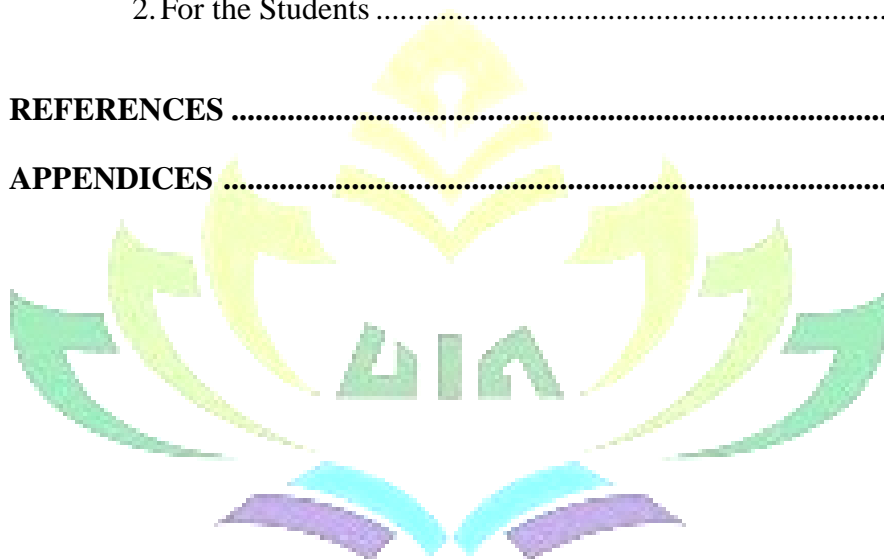
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CHAPTER I INTRODUCTION

A. Background of the Problem

English as an international language needs to be mastered by people in the world. As an international language, English needs to be studied in Indonesia from kindergarten until senior high school. English has four main focuses on learning skills; they are listening, speaking, reading and writing. Utami in her thesis states that students' especially junior high schools are required to be able to communicate in both spoken and written language. Written language is one of the language products as well as the means of communication.² From the explanation above written language, it can be concluded that students' especially junior high schools are required to be able to communicate in spoken and written language.

As one of the foreign languages studied in Indonesia, English is included in the school learning syllabus. As stages in the school learning process and as a reference in learning itself. Harmer states that writing has always formed part of the syllabus in the teaching of English. It can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right where mastering the ability to write effectively is seen as a key objective for learners.³ Based on the description, it can be concluded that

² Amrih Bkti Utami, "Improving Students' Writing Skills On Recount Texts Through Collaborative Writing Technique (Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)". (Thesis Program Sarjana Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta, Yogyakarta, 2012).p.vi.
https://eprints.uny.ac.id/38716/1/Amrih%20Bkti%20Utami_07202244062.pdf, (Accessed on 13th February 2019).

³ Jeremy Harmer, *How to Teach Writing*, (London: Longman,2004), p.31

learning English as a foreign language can be done in the appropriate stages in the learning syllabus; by mastering the ability to write effectively it is seen as the main goal for students.

As the main goal for students, writing has several components that must be studied and controlled by students. Brown states that there are several important components in writing which should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.⁴ Understanding the writing component can help students make writing by putting their ideas and thoughts into their writing. Mastering the writing component also can help the readers easily understand the contents of the writing.

One of the things that make it easy for readers to understand the content and the meaning of writing is the use of punctuation correctly. According to Harmer, "If capital letters, commas, full stops, sentence and paragraph boundaries, etc., are not used correctly, this cannot only make a negative impression but also make a text difficult to understand."⁵ It is supported by Jackson in his book. He states that the purpose of punctuation is to enable your reader to interpret unambiguously the structure, and therefore the meaning, of your writing. Poorly punctuated writing can make for frustrated and annoyed readers, who will be less sympathetic to appreciate the content of what you are

⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition*. (San Francisco: San Francisco State University:2001), p.335

⁵ Jeremy Harmer, *How to Teach...*, p.49

writing. So, punctuation is important.⁶ It means that the correct punctuation is an essential part of the properly constructed English sentence. In other words, if punctuation marks in the texts are not properly used, the readers may have difficulties to understand the text.

According to Harmer, "Punctuation has twelve characters, they are Capital letter, full stop, comma, question mark, exclamation mark, colon, semi-colon, a hyphen, quotation mark, brackets, dash, and apostrophe."⁷ It is difficult to understand the meaning of texts if the writers use punctuations incorrectly. English as a foreign language (EFL) learners makes some errors in using punctuation regularly. Not only the English as foreign language learners that make some errors but the native speaker also often makes errors. Jain in Richards states, the learners, like a native speaker, seem to make unsystematic errors too. They are the slips of tongue or pen caused purely by a psychological condition, such as intense excitement, and/or psychological factors, such tiredness which changes from moment to moment and from situation to situation.⁸ These psychological factors can be in the form of fatigue in students, fatigue can be seen as there are weakness and boredom so that the interest and drive to produce something is lost. This fatigue is felt in the head with dizziness, making it difficult to concentrate.

Based on the preliminary research by interviewing Mrs.Elnida, S.Pd, about the students' ability in mastering English, especially about their writing, she

⁶ Howard Jackson, *Good Grammar for Students*, (London: SAGE Publications Ltd.,2005),p.116

⁷ Jeremy Harmer,2004, *How to Teach...*,p.148.

⁸ Jack C Richards., *Error Analysis Perspective on Second Language Acquisition*. (Singapore: Longman: 2004). p. 206

explained that in students' writing experience, they have some problems in writing.⁹

The students had a low understanding of using punctuation, there are several reasons students can make an error in punctuation as follows:

First, they do not know the use of punctuation correctly; they don't have sufficient knowledge of the use of punctuation. Ellis states that error reflects gaps in learners' knowledge; they occur because the learners do not know what is correct.¹⁰ It means that students can make an error because they do not know the correct punctuation some of them make text using punctuation that they know this is like lack of awareness. They need to learn the types of punctuation and correct using punctuation in a text.

The second, the students focus more on content the text, they are more concerned with the contents of the story than the punctuation used. Harmer states that many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their punctuation.¹¹ Because punctuation is not included in the language features or generic structure of the texts, students are required to be sensitive in using correct punctuation so that the meaning in the sentence or paragraph written can be understood by the reader. It can be concluded that in addition to the content, language and, writer's

⁹ Elnida, *an Interview*, SMAN 1 Terusan Nunyai, on January 11th, 2019, Unpublished.

¹⁰ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press:1997), p.17

¹¹ Jeremy Harmer, *How to Teach...*, p.49

handwriting the use of punctuation is also important to clarify the intent of written texts.

Punctuation errors can occur in any text because each written text must use punctuation, not the least descriptive text. The descriptive text describes person, place or thing.¹² If a sentence, paragraph or texts that not use punctuation or incorrect placement of punctuation marks, it can change the meaning of the sentence or paragraph. If the students describe someone but every part of the description doesn't use commas, it will make the sentence ambiguous. Example "I have long hair brown eyes and fair skin." This description sentence becomes ambiguous because each part of the description doesn't use commas, then the correct one should be "I have long hair, brown eyes, and fair skin."

Students consider it too easy about punctuation in a sentence, as a result, many sentences lack placement of punctuation. Sometimes the name of a person, place, and title is also not spared from errors in punctuation which should be preceded by capital letters. When they write an English word that uses an apostrophe like (cannot be can't) they often don't give apostrophe after the letter "n". Another example if a word using brackets, the students usually forgot to give the brackets at the last word. This can cause a sentence that lacks punctuation to change its meaning, because as explained earlier that punctuation is very important for a sentence or paragraph.

There are some previous research studies about punctuation error as

¹² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queen lands: AAE Publishing, 1994), p.192

follows: Firstly, Nasrudin discussed an error analysis in using punctuation marks in narrative writing (a case study at the eleventh grade of SMA Fatahillah Jakarta). The objectives of the research were to know the kinds of errors and the causes of errors in using punctuation marks. The researcher used a qualitative method in descriptive analysis. The result of the research, the researcher's findings showed that the most common error which most students made are period, comma, semicolon, apostrophe, and question. The reason why they made errors is that they do not know the limitation and the role of the structure and context¹³

Secondly, Nurwahyuni discussed an error analysis of the punctuations in students' writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)". To collect the data, the researcher applied mixed methods, writing test and interviews. As a result, it was found that there were some factors influencing the students to make error in using punctuation: (1) Omission some of the punctuation marks, (2) Lack of accuracy, (3) Misuse of using some marks such as question marks and commas before quotation marks, (4) Misunderstanding of the meaning of the text.¹⁴

¹³ Hamman Nasruddin, "The Students' Error in Using Punctuation Marks in Narrative Writing (A Case Study at the Eleventh Grade of SMA Fatahillah Jakarta)". (Thesis Program Sarjana Pendidikan Bahasa Inggris Universitas Islam Negeri Syarif Hidayatullah, Jakarta, 2015), p. iv.

<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/34731/2/HAMMAM%20NASRUDIN-FITK.pdf>, (Accessed on 8th May 2019).

¹⁴ Nurwahyuni, "An Error Analysis of the Punctuation in Students' Writing (A Study at the Sixth Semester Students of English Department of Uin Ar-Raniry)". (Thesis Program Sarjana Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry Darussalam, Banda Aceh 2017), p. v, <https://repository.ar-raniry.ac.id/2059/1/SKRIPSI.pdf>, (Accessed on 9th February 2019).

Thirdly, Wati in her thesis discussed errors made by the third-semester students at IAIN Tulungagung in using punctuation marks in writing the essay. The purposes of this study were to know what the errors made by the third-semester students at IAIN Tulungagung in using punctuation marks in writing essays are and to know the dominant errors made by the third-semester students at IAIN Tulungagung in using punctuation marks in writing an essay. To collect the data the researcher use documentation. The results of her thesis showed that there are seven kinds of punctuation marks (comma, period, semicolon, colon, apostrophe, question mark, and exclamation mark). An omission of a comma is the highest occurred. It can be concluded that the students still made many errors in the using of punctuation marks in the two functions, grammatically and semantically.¹⁵

In contrast to the previous research, there are similarities in topics such as analysis of errors in punctuation. From those previous researches, the researcher did not find a study that had the title "Students' punctuation errors in writing descriptive texts". The reason why the researcher took this research because many students pay less attention in the use of punctuation in sentences or paragraphs they compile. Most of students focus on the contents of the text and ignore punctuation, even though punctuation is very important as a separator between words or sentences, as a form of written intonation in a text.

¹⁵ Meta Kartika Wati, "Errors Made by the Third Semester Students at IAIN Tulungagung in Using Punctuation Marks in Writing Essay". (Thesis Program Sarjana Pendidikan Bahasa Inggris IAIN Tulungagung, Jawa Timur, 2014).p.vii, <http://repo.iain-tulungagung.ac.id/706/>, (Accessed on 10th February 2019).

With the lack of attention of students about this punctuation the researcher has conducted the research entitled "An Error Analysis of Punctuation in Writing Descriptive Text at the Second Semester of the Tenth Grade of SMAN 1 Terusan Nunyai, Central Lampung in the Academic Year 2018/2019". The reason why the researcher has researched SMAN 1 Terusan Nunyai, because students in this school have learned about punctuation, but when conducting interviews with the English teacher the researcher found that the students' still made many errors in using punctuation.

B. Identification of the Problem

Based on the background above, the researcher identifies the problems are:

1. The students cannot use punctuation correctly.
2. The students just focus on the content of the text than the punctuation.

C. Limitation of the Problem

In this research, the researcher was focus to analyze the punctuation errors in writing descriptive text committed by students in the second semester of the tenth grade of SMAN 1 Terusan Nunyai, Central Lampung in the academic year 2018/2019

D. Formulation of the Problem

Based on the background above, the researcher formulates the problems as follows:

1. What were the most common types of punctuation errors that students make in writing the descriptive text?
2. What were the causes of the errors that students make in using punctuation in writing the descriptive text?

E. The objective of the Research

The objective of this research as follows:

1. To know the most common types of punctuation errors that students make in writing a descriptive text.
2. To find out the cause why students can make errors in using punctuation in writing a descriptive text.

F. Use in the Research

The uses of the research are:

1. Theoretically, to give information about how to use correct punctuation.
It is expected the students can increase their ability in writing especially in using punctuation.
2. Practically
 - a. For the teacher, the researcher expects that the results of this study will provide a new look for language teaching and learning development and is useful for improving teaching skills. Teachers can apply strategies to improve students' ability to use punctuation.

- b. For students, the researcher expects that the result of this study the students will be more responsible for learning languages because they will understand the importance of punctuation in a writing.
- c. For the other researchers who will conduct the relevant study. It can be used as a reference for other researchers related to the same topic or focus discussion. It will enrich them by such a better source of information deals with the use of punctuation.

G. The scope of the Research

The scopes of the research are:

1. Research Subject

The subject of this research is the students of the tenth grade of SMAN 1 Terusan Nunyai, Central Lampung in the academic year of 2018/2019.

2. Research Object

The object of this research is an analysis of students' punctuation errors in writing a descriptive text.

3. Research Place

The research has been conducted at SMAN 1 Terusan Nunyai located on Jl. Negara Km. 84, Bandar Agung, Kec. Terusan Nunyai, Kab. Lampung Tengah Prov. Lampung.

4. Research Time

The research has been conducted in the second semester of the

academic year of 2018/2019.



CHAPTER II REVIEW OF LITERATURE

A. The Concept of Error Analysis

1. The Definition of Error Analysis

Error analysis is a process of analyzing one's error. In this case, it is the student's error. The analyzing process relates to the effective teaching-learning process. Brown states that error analysis is a valuable source of information for teachers. It includes information on learners' errors which helps teachers to correct it and improves the effectiveness of their teaching-learning.¹⁶ It means that with error analysis can help teachers to correct the errors made by students and improving the effectiveness of the teaching-learning process.

It is supported by Erdogan in his journal infers Error Analysis (EA) deals with the learners' performances in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners' errors provide an understanding of the underlying process of second language acquisition.¹⁷ The statements can be

¹⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p. 218

¹⁷ Erdogan, Vecide, *Contribution of Error Analysis to Foreign Language Teaching*. Mersin University Faculty of Education. Volume 1, Issue 2, December 2000. pp.262-263, https://www.researchgate.net/publication/265148899_Contribution_of_Error_Analysis_to_Foreign_Language_Teaching, (Accessed on 4th April 2019).

concluding that errors are not only from the native language but also from their reflection in some learning strategies.

2. The Differences Between Error and Mistake

In learning a foreign language not only the students make an error but also a mistake. Talking about the error, it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. The differences between them can be defined as Brown states "Errors are a result of partial knowledge because the teaching-learning process extends over time. A mistake is a performance of error that is either the random guess or slip, in that it is a failure to utilize a known system correctly".¹⁸ The statement above means that errors occurred because of the extended process in teaching-learning caused by biased knowledge, but mistakes occurred because of slips of the tongue.

Related to that statement, Ellis states that error reflects gaps in a learner's knowledge; they occur because the learner does not what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what are they know.¹⁹ Based on this description it can be concluded that mistakes can be made by both native speakers or second language learners and

¹⁸H. Douglas Brown, *Principles of Language ...*p. 217

¹⁹ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press:1997),

errors made by second language learners. An error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.

3. Sources of Error

Errors can be caused by some source, Richard (As cited in Heydari and Bagheri) draws up four sources of errors into the Interference errors, interlingual transfer, developmental errors.

1. Interference errors: Errors resulting from the use of elements from one language while speaking/writing another.
2. Intralingual errors: Errors reflecting general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.²⁰

Furthermore, Richard (As cited in Ratnah) then subdivides the intralingual error as the causes of errors into:

- a. Overgeneralization. Overgeneralization or transfer is the use of previously available strategies in new situations. In second language learning some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable -

²⁰ Pooneh Heydari and Mohammad S. Bagheri, *Error Analysis: Sources of L2 Learners' Errors*, Shiraz Azad University. Vol. 2, No.8, p.1584.
<http://www.academypublication.com/issues/past/tpls/vol02/08/06.pdf> (Accessed on 30th August 2019)

overgeneralization covers instances where the learner creates a deviant structure based on his experience of other structures in the target language.

- b. Ignorance of Rule Restriction. This kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where it is not necessary
- c. Incomplete Application of Rule. This means that the learners apply a rule in the context of a sentence, although the rule is not yet complete.
- d. False Concepts Hypothesized. False concepts hypothesized refer to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items some students get confused and cannot differentiate between go and come, bring and take, too and very, etc.²¹

It can be concluded that intralingual is a negative transfer within the L2 (Second Language) and it is putting it in practice, it is the incorrect generalization of the target language. Intralingual error is divided into 4 types, they are an overgeneralization, ignorance the rule restriction, incomplete application of the rule, and false concept hypothesized.

²¹ Ratnah, *Error Analysis on Tenses Usage Made by Indonesian Students*. Makassar Tourism Academy. Vol.4, No.6, 2013. pp.161-162.
<https://www.iiste.org/Journals/index.php/JEP/article/viewFile/4990/5077.%20retrieved%20on%20December%2018>. (Accessed on 30th August 2019)

4. The Procedures of Analysis Error

There are some procedures to analyze the error according to Ellis: identifying errors, describing errors, and error explanation.

a. Identifying errors

The first step in analyzing learner errors is to identify. To identify errors, it is necessary to select the wrong sentence. After knowing the errors sentences then compare the sentences learners produce with what seems to be the normal or "correct" sentences in the target language which correspond with them.

b. Describing errors

Once all the errors have been identified, they can be described and classified into types. The description of learners' errors involves the classification of kinds of errors made by learners

c. Explaining errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. The error can have a different source. Explaining errors establishing the source of errors made students.

d. Error Evaluation

The purpose of the error analysis is to help learners learn a foreign language. There is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

Teachers will want to focus their attention on these. It means that evaluation errors are the activities undertaken concerning the process of assessment errors.²²

Based on the explanation about the procedure of analyzing errors can be concluded that identifying, then describe, explaining the error and error evaluation are steps to analysis an error. These steps can help the teacher to know the errors that often made by the students.

5. Types of Error

The error can be classified into four types, according to Dulay the four classifications of errors are, linguistic category taxonomy, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy.

1. Linguistic Category Taxonomy

The linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effects. This category deals with errors based on the language components, such as phonology (pronunciation, syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style) and the particular linguistic constituents of each language components that the error effects.

²² Rod Ellis, *Second Language*, pp.15-20

2. Surface Strategy Taxonomy

This category highlights the ways surface structures are altered in systematic and specific ways. Students' errors in this type are based on some logic as the result of the students' use of interim principles to produce a new language. Dulay classified surface strategy taxonomy into four types: omission, addition, misformation, and misordering.

- a. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.
- b. Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance.
- c. Misformation errors are characterized by the use of the wrong form of the morpheme or the structure.
- d. Misordering errors characterized by the use of incorrect placement of morpheme or group of the morpheme. In this case, the student makes sentence incorrect order.

3. Comparative Taxonomy

The types of errors in a comparative taxonomy are based on a comparison between the structure of the second language (L2) errors and certain other types of constructions. This used as a major predictor of students' errors and knowledge of developmental processes in L2 acquisition. The error identification is tracked back

by looking for the synonym or translating the words into the learners' mother tongue to look for the similarity or the phrases or sentences.

4. Communicative Effect Taxonomy

This deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. The errors are categorized into two local and global errors. Local errors are errors that affect single elements (constituents) in a sentence that do not usually hinder communication significantly. Global errors are errors that affect overall sentence organization significantly hinder communication.²³

Based on the theories above, this research focuses on Surface Strategy Taxonomy by Dulay's theory because this type of taxonomy carries out the specification of errors in terms of surface taxonomy, in terms of where the error is located in the overall system of the target. Punctuation is located in the overall system of the target language, every words, sentence, and paragraph needs punctuation.

B. The Concept of Writing

1. The Definition of Writing

Writing is an activity where someone can spill their ideas in the form of sentences or paragraphs that represent their thoughts and feelings

²³ Heidi Dulay, *et. al.*, *Language Two*, (New York: Oxford University Press, 1982), pp.150-

because writing can express their soul without having to speak. Hyland states that writing is learned, not taught, and the teacher's role is to be nondirective and facilitating.²⁴ It is supported by Harmer states, that writing is frequently useful as preparation for some other activity. This gives students time to think up ideas rather than having to come up with the instant fluent opinion.²⁵ From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people.

The purpose of writing is to provide information from the author to the reader. Convey to the reader about ideas, experiences, statements and about ideas that are expressed in a series of letters, words, sentences, and paragraphs. The author must be able to communicate ideas or thoughts in written language clearly so that readers can understand the ideas or thoughts of the author. Brown states that written products are often the result of the convention of thought, preparation, and revision of procedures.²⁶ Based on the statement above, it can be concluded that writing is a process for conveying the author's ideas into written forms that have meanings in every word.

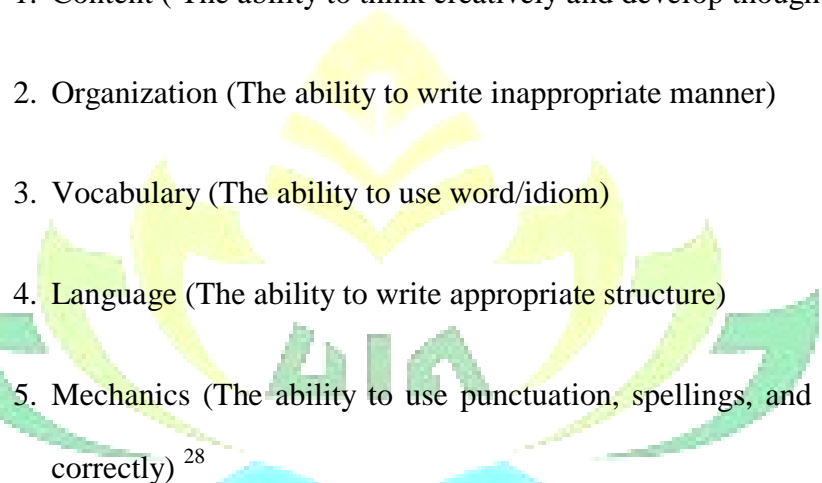
²⁴ Ken Hyland, *Teaching and Researching Writing: 2nd Edition*. (New York: Pearson: 2009).p.19

²⁵ Jeremy Harmer, *How to Teach Writing*, (London: Longman,2004),p. 33

²⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition*. (San Francisco: San Francisco State University:2001), p.335

2. The Components of Writing

To make writing the writer needs to be considered several components of writing. Brown states that there are several important components in writing which should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.²⁷ It is supported by Crimmon, the criteria of good writing there are:

1. Content (The ability to think creatively and develop thought)
 2. Organization (The ability to write inappropriate manner)
 3. Vocabulary (The ability to use word/idiom)
 4. Language (The ability to write appropriate structure)
 5. Mechanics (The ability to use punctuation, spellings, and layout correctly)²⁸
- 

Based on the states above, the writer must keep more attention to the criteria of good writing such as content, organization, vocabulary, language, and mechanics to reach the goal of the writing.

²⁷ *Ibid*, p.335

²⁸ James M. McCrimmon, *Writing With a Purpose*, (New York: Houghton Mifflin Company, 1983).p.6

3. Writing Process

Harmer states that there are four main stages of the process of writing that is, planning, drafting, editing (reflecting and revising) and final version.²⁹ It might decide to represent these stages in the following way:

Planning → Drafting → Editing → Final Draft

a. Planning

This is the first stage in the writing process. When planning, the students have to think about three main issues. In the first place, they have considered the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the students have to think about the audience they are writing for, this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured) but also the choice of language, it is formal or informal in tone. Thirdly, the students have to consider the content structure of the piece, how the best sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

The result of the first version of a piece of writing is called a draft. As the writing process proceeds into editing, several drafts may be produced on the way to the final version.

²⁹ J. Harmer, *How to Teach ...*p.4

c. Editing (Reflecting and Revising)

Once the students have produced a draft, then they read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear or the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other students who comment and make suggestions.

d. Final Version

The students have edited their draft, making the changes they consider to be necessary, they produce their final version.

Based on the four steps of the writing process, planning in writing is very important in the writing process. Thus, writing needs processes and skills that involve students in some stages before going to any written product.

4. The Definition of Sentence

A sentence is a group of words that use to communicate the ideas in writing or speech. A sentence consists of two main parts: a subject and a predicate. It has meaning and can be understood.³⁰ Sentences use to communicate with each other conveying the messages to the listener. A sentence is a self-contained grammatical unit, usually contains subject and verb that conveys to the listener or reader a meaningful assertion, question,

³⁰ Alice Oshima, *Writing Academic English (a writing and sentence workbook for international students)*, (Massachusetts: Addison Wesley Publishing Company, 1983), p. 121

command, or exclamation. The sentence is a meaningful statement that has a subject and predicate. It means that the utterance, which has subject and predicate, can be called a sentence.

Therefore, the definition of a sentence based on the traditional grammar are, (1) By meaning; a sentence is a complete thought. (2) By function, a sentence consists of a subject and a predicate.³¹ A sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formula as S V O (Subject-Verb-Object), N1 V2 N3 (Noun-Verb-Noun), or Np Vp (Noun phrase- Verb phrase).

C. Mechanics in Writing

The mechanic is defined as a system of parts in a living thing together performs a particular function. Biss states that the mechanics of writing include rules for capitalization and punctuation.³² On the other hand, Harmer states that "Writing, like any other skill, has its 'mechanical' components. These include spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts".³³ Those statements are combined to have a result that the mechanics of writing are included capitalization, punctuation, and spelling. Biss also states that mastering

³¹ Marcella Frank, *Modern English: Modern English Exercise For Non-Native speaker* (New York: Prentice-Hall, 1972)p 182

³² Judi Biss, *The World Book of Word Power*, (Chicago: World Book. Inc. 1994),p.162

³³ Jeremy Harmer, *How to Teach...*p.44

mechanics can impart clarity to your writing.³⁴ It means that mastering of mechanics of writing is going to help the students to improve their skills because if the sentence exists without a mechanic, it will be an unclarity meaning of the student purpose. Biss states about the mechanics, what and how the mechanics of writing is used as follows:

1. Capitalization

Capitalization is a capital letter that acts as a signal to the reader. Capitalizations announce the new sentences and the beginning of direct quotations. The use of capitals is much more a matter of taste than of the rules, and because of this, opinion varies about when and where they should be used. The suggested guidelines attempt to be both logical and unambiguous. Knowing when to use capital letters and when to use lower-case letters can sometimes be confusing. According to Harmer, Capitalization is used for,³⁵

a. Proper names

Example: Harry Jones, Marry Winter, C.S Lewis

b. The first person pronoun

Example: I agree with you.

You are the best.

c. The beginning of sentences

Example: It is winter. The snow is falling silently.

³⁴ Judi Biss, *The World Book*.....p.162

³⁵ Jeremy Harmer, *How to Teach*...p.148.

The President arrives at six.

- d. The titles, like Doctor, Professor, and Judge, when they refer to a specific person. Do not capitalize on those words when they refer to the only occupation.

Example: - He was sentenced to five months' probation by Judge Karen Wilcke.

- The course was taught by Professor Johnson.

- e. Capitalize names of months, days of the week, and holidays.

Example: - I was sick for nearly the entire month of November.

- On Tuesday we will celebrate Teacher's Day

- f. Capitalize the name of the place: cities, countries, street names, schools, and universities.

Example: - She is living in New York City now.

- This flight will be the first time for me to flying over the Atlantic Ocean.

- g. Capitalize on the first quotation.

Example: - He said, "We liked the movie".

2. Punctuation

If we look at the dictionary, it will present the verb form of punctuation is *to punctuate* as defined: to separate into a sentence, clause, etc., by periods, commas, colons, etc.; to emphasize in some significant manner; to interrupt at intervals.

Punctuation use of stops or breaks to indicate pauses and points in the flow of writing so that meaning may be clearly understood. Its basic purpose is to clarify the written word. Punctuation is the art or system of separating written words by the use of punctuation marks – the period, comma, colon, semicolon, etc. They announce that they divide the writing into the sentences and phrases.

3. Spelling

Correct spelling is an essential requirement for accurate communication. Spelling needs to be assessed systematically and diagnostically. In other words, it is not sufficient to mark spelling for incorrectly spelled words. Spelling should be also assessed on the level of difficulty of the words attempted. It is best to assess 'spelling in writing' at levels of difficulty.

Misspelling in the written word can make misunderstanding of the sentence meaning. In other words, correct spelling is needed to make clear the sentence. If we use misspelling words, not only the word cannot be read; but also it can make the reader confuse about what the word is.³⁶

³⁶ Judi Biss, *The World Book*..... pp.160-171

D. The Concept of Punctuation

The word *punctuation* derives from the Latin for "point." That is the marks within a sentence *point* to the various meanings of its words, making sense of what otherwise might be a string of sounds. They serve two functions: They define how the various elements of a sentence relate to each other, thereby ensuring clear and unambiguous communication, and they help to establish the tone. The first function is more mechanical and hence more easily learned; the second is part of what distinguishes the skilled writer.³⁷ It means that punctuation has two functions, define the various elements of a sentence relate to each other and establish the tone when the reader reads the written.

There are many kinds of punctuation, and each of them has a different function. According to Harmer, "Punctuation has twelve characters, they are Capital letter, full stop, comma, question mark, exclamation mark, colon, semi-colon, a hyphen, quotation mark, brackets, dash, and apostrophe."³⁸

1. Full Stop/Period

Kirkman states that the period has main functions:

- a. Marking the end of a sentence

The principal uses of the full stop or full point (called a *period* in the USA) are to signal the end of a declarative or imperative sentence (that is, a sentence that makes a statement or that issues an instruction):

³⁷ Anne Stillman, *Grammatically Correct The Writer's Essential Guide to Punctuation, Spelling, Style, Usage, and Grammar*, (Cincinnati, Ohio: Writer's Digest Books, 1997), p.53

³⁸ Jeremy Harmer, 2004, *How to Teach...*, p.148.

Example: - ... The mask temperature fluctuates throughout the experiment. (Declarative)

- ... Align the three holes in the steering-assembly shaft with the three holes in the handle-assembly collar. (imperative)

Use a full stop also after a parenthetic statement that forms a complete sentence between other sentences:

Example: ... for the last two batches, we have used a gravimetric method for trace analysis. (The method is described in Internal Report No. 67.) This method gives results that are...³⁹

While Straus states that the rules of the full stop are:

Rule 1. Use a full stop at the end of a complete sentence that is a statement.

Example: I know that you would never break my trust intentionally.

Last night I met him in the restaurant.

Rule 2. If the last word in the sentence ends in a period, do not follow it with another period.

Examples: I know that M.D. She is my sister-in-law.

Please shop, cook, etc. I will do the laundry.

³⁹ John Kirkman, *Punctuation Matters, Advice on Punctuation for Scientific and Technical Writing Fourth Edition*, (London and New York: Routledge Taylor & Francis Group:2006), p. 62

Rule 3. Use a period after an indirect question.

Example: He asked where his suitcase was.⁴⁰

2. The comma (,)

According to Stillman comma is the most-used punctuation mark. Separating the main elements of a sentence, when sentences contain multiple chunks of information, the boundaries between these chunks must be clear. Commas clarify precisely where one unit ends and the next begins.⁴¹ The functions of comma according to Kirkman are:

a. Marking the boundary of a 'preliminary' group

Use a comma to mark the boundary of a 'preliminary' unit at the start of a sentence. Frequently, we begin sentences with a single word or a longer word group to indicate time, place, manner, reason, or other information relevant to the main statement.

Example: Tomorrow,...

Immediately,...

Before reacting,...

When we are speaking, we help our listeners by signaling the boundary of such preliminary units with a change in intonation and a pause. The omission of commas in preliminary positions is one of the commonest causes of confusion for readers.

⁴⁰ Jone Straus, *The Blue Book Of Grammar and Punctuation*, (Tenth Edition), (San Francisco: Jossey-Bass, 2008), pp. 52-53

⁴¹ Anne Stillman, *Grammatically Correct The Writer's Essential*...p. 63

b. Signaling the function of relative clauses

Signal clearly whether you intend a clause that begins with a relative pronoun to comment or to define. A relative clause is a clause that begins with who, whose, whom, which or that.

c. Separating adjectives in a series

Use commas to separate two or more adjectives in a series, when you want each separately to qualify the final noun.

Example: ... an early, quantifiable, hyperplasic response...

d. Separating two word-groups referring to a single following word

When two or more words or word-groups refer to a single following word, use commas to separate the words or word-groups from each other and the following word:

This is a popular, though time-consuming, technique.

... go through an iterative, but not unduly repetitive, procedure.

... gives a clear, though very small, the image in the eyepiece.⁴²

Besides, Straus states the functions of the comma are:

- a. Use commas before or surrounding the name or title of a person directly addressed.

Examples: Will you, Aisha, do that assignment for me?

Yes, Doctor, I will.

- b. Use a comma to separate the day of the month from the year and after the year.

Example: Kathleen met her husband on December 5, 2003,
in Mill Valley, California.

⁴² John Kirkman, *Punctuation Matters, Advice on Punctuation*....p. 34

- c. Use a comma to separate the city from the state and after the state, some businesses no longer use the comma.

Example: I lived in San Francisco, California for twenty years.

- d. Use a comma to separate two strong clauses joined by coordinating conjunction—and, or, but, for, nor. You can omit the comma if the clauses are both short.

Example: I have painted the entire house, but he is still working on sanding the doors.

- e. Use commas to introduce or interrupt direct quotations shorter than three lines.

Examples: He said, "I do not care."

"Why," I asked, "do you always forget to do it?"

- f. Use a comma when beginning sentences with introductory words such as well, now, or yes.

Examples: Yes, I do need that report.

Well, I never thought I'd live to see the day . . .

- g. Use commas surrounding words such as therefore and however when they are used as interrupters.

Examples: I would, therefore, like a response.

I would be happy, however, to volunteer for the
Red Cross.⁴³

3. Question mark (?)

Stilman states that the question mark is a terminal punctuation mark that turns a sentence into a query. It may also be used to indicate uncertainty, tentativeness or incredulity.⁴⁴ The use of question mark based on Kirkman:

a. Indicating the end of a direct question

The principal uses of a question mark are to indicate the end of a direct question. Direct questions are particularly effective in documents that hold a 'dialogue' with readers.

Example:... does a fault vector exist?

b. Expressing a polite request

In correspondence, we sometimes want to make a polite request, which seems like a question. Normally, such a request is not followed by a question mark:

Example: Would you please supply a list of the correct
settings for the ABC

⁴³ Jone Straus, *The Blue Book Of Grammar*...p.55-57

⁴⁴ Anne Stillman, *Grammatically Correct The Writer's Essential*...p.119

- c. Use a question mark when a sentence is half statement and half question.⁴⁵

Example: You do care, don't you?

4. The exclamation mark (!)

Generally, an exclamation mark (called an exclamation *point* in the USA) is used to express astonishment or surprise.

Example: That is fantastic!

Wow that so amazing!⁴⁶

5. Colon (:)

Kirkman states that use a colon to indicate that material is to follow. The material that follows may be a summary, a list, a complete sentence, a question, or a quotation. If the items in the material that follows the colon consist of only one or two words, they may be separated simply with commas.

Example: There are many disturbing factors: fatigue, poor eyesight, poor reading ability, anxiety or undue caution, distractibility, an inadequate motivation.⁴⁷

6. Semicolon (;)

The semi-colon is a heavier stop than a comma, but lighter than a full stop. It is a coordinating mark, and can often be used instead of coordination conjunction like and or but

⁴⁵ John Kirkman, *Punctuation Matters, Advice on Punctuation*....p. 90

⁴⁶ *Ibid.*p. 61

⁴⁷ *Ibid.*p.28

Example: ... in the first 3.0 km of transmission, there is a large lag;
then, the wave settles to a steady propagation velocity...⁴⁸

Besides, Straus states the functions of semicolon are:

- a. Use a semicolon in place of a period to separate two sentences where the conjunction has been left out.

Examples: Call me tomorrow; I will give you my
answer then.

I have paid my dues; therefore, I expect
all the privileges listed in the contract.

- b. It is preferable to use the semicolon before introductory words such as namely, however, therefore, that is, *i.e.*, for example, *e.g.*, or for instance when they introduce a complete sentence. It is also preferable to use a comma after the introductory word.

Examples: You will want to bring many
backpacking items; for example, sleeping
bags, pans, and warm clothing will make
the trip better. As we discussed, you will
bring two items; *i.e.*, a sleeping bag and a
tent are not optional.

- c. Use the semicolon to separate units of a series when one or more of the units contain commas.

⁴⁸ *Ibid.* p.92

Example: This conference has people who have come from Boise, Idaho; Los Angeles, California; and Nashville, Tennessee.

- d. Use the semicolon between two sentences that are joined by conjunction but already have one or more commas within the first sentence.

Examples: When I finish here, I will be glad to help you; and that is a promise I will keep.

If she can, she will attempt that feat; and if her husband is able, he will be there to see her.⁴⁹

7. The hyphen (-)

a. Linking words from compounds

Its use to link two or more words together to form a compound adjective (or compound modifier) to describe (qualify or modify) another word.

Example: A valve

A flow valve

A return valve

A flow-and-return valve

b. Miscellaneous special cases

⁴⁹ Jone Straus, *The Blue Book Of Grammar*...pp.57-58

Use hyphens to create compounds that could be confused with other words spelled similarly, but with a different meaning (homographs):

Example: re-form : reform

re-creation: recreation⁵⁰

Hyphens with Prefixes

c. Hyphenate prefixes when they come before proper nouns.

Example: un-American

d. Hyphenate prefixes ending in an a or I only when the root word begins with the same letter.

Examples: ultra-ambitious

semi-invalid

e. Hyphenate all words beginning with self except for selfish and selfless.

Examples: Self-assured

Self-respect

Self-addressed⁵¹

⁵⁰ John Kirkman, *Punctuation Matters, Advice on Punctuation*....p.66

⁵¹ Jone Straus, *The Blue Book Of Grammar*...p.68

8. Quotation mark (“ ”)

Quotation marks used to enclose words quoted from another source, direct discourse, or words requiring differentiation from the surrounding text. It is used for:

a. Enclosing direct quotation

Use inverted commas to enclose short, direct quotations:

Example: ... the standard states: “Upper-case letters in diagrams should be at least 1.6 mm high” ...

b. Indicating chapter titles

Inverted commas are used conventionally by publishing houses to indicate titles of chapters in books and articles in journals.

Example: ... should read G. V. Carey’s chapter “Proof Correction” in *Mind the Stop*.⁵²

c. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.

Example: He said, “Danea said, ‘Do not treat me that way.’”⁵³

9. Brackets { } ()

The principal use of brackets is to mark the boundaries of an ‘aside’ or extra remark within a statement. Brackets use as just one way

⁵² John Kirkman, *Punctuation Matters, Advice on Punctuation*....p. 78

⁵³ Jone Straus, *The Blue Book Of Grammar*...p.62

of showing the boundaries of a bracket's remark inserted in a sentence. Depending on the 'depth' of the aside (or distance of the topic of the additional remark from the topic of the main sentence).

Example: The Cambridge Folk Festival (held in the grounds of Cherry Hinton Hall) is one of the most enjoyable dates in the Cambridge calendar.⁵⁴

Stilman states that brackets have the function of setting off details. Brackets are employed to set off a variety of small details that may need to be worked into a sentence. Some common examples of this type of use are listed below.

a. Short clarifications

The settlement is 80 kilometers (about 50 miles) from the nearest town. The one-way fare is \$200 (U.S.).

b. Telephone area codes

For directory information for New York City, dial (212) 555-1212.

c. Birth/death dates

Marie curie (1867-1934) was the first person to be awarded a second Nobel Prize.⁵⁵

⁵⁴ John Kirkman, *Punctuation Matters, Advice on Punctuation*....p.84

⁵⁵ Anne Stillman, *Grammatically Correct The Writer's Essential*...p.144

10. Dash (—)

According to Stillman dash has two types they are en dash and em dash. An en dash, named for the width of a typesetter's n key, is a little longer than a hyphen. It is used for periods when you might otherwise use to.

Examples: The years 2001–2003

January–June

An en dash is also used in place of a hyphen when combining open compounds.

Examples: North Carolina–Virginia border a high school–college conference

An em dash is longer than an en dash. In informal writing, em dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought.

Examples: You are the friend—the only friend—who offered to help me.

Never have I met such a lovely person—before you.

I pay the bills —she has all the fun.⁵⁶

11. The apostrophe (')

a. Indicating possessives

Use an apostrophe to indicate the possessive form of nouns:

Example: The group's proposals were discussed at length ...

(singular group)

The groups' proposals were discussed at
length ... (plural groups)

b. Forming Plurals

Usually, form plurals of letters, numbers, symbols, acronyms,
or words you are discussing as entities, by simply adding a small s:

Example: Found more difficulty with the single-A than with

the four Bs...

... failed to recognize that 2665 contained two 6s ...⁵⁷

c. Use the apostrophe with contractions. The apostrophe is always
placed at the spot where the letter(s) has been removed.

Examples: don't, isn't

You're right.

She's a great teacher.

⁵⁶ *Ibid.* p.156-157

⁵⁷ John Kirkman, *Punctuation Matters, Advice on Punctuation*....p.21

- d. Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession.

Examples: one boy's hat

one woman's hat

one actress's hat

- e. Use the apostrophe where the noun that should follow is implied.

Example: This was his father's, not his, jacket.

- f. To show plural possession, make the noun plural first. Then immediately use the apostrophe.

Examples: two boys' hats

two women's hats

two actresses' hats

two children's hats

- g. The only time an apostrophe is used for it's is when it is a contraction for it is or it has.

Examples: It's a nice day.

It's your right to refuse the invitation.⁵⁸

12. Ellipsis Points (...)

An ellipsis is an omission of one or more words from a sentence, usually from a sentence or paragraph that will be quoting. Mark an ellipsis by three 'ellipsis points' – three dots, full stops, or periods set at normal character-spacing along a line of text. An ellipsis may be at the

⁵⁸ Jone Straus, *The Blue Book Of Grammar...* p.64-65

beginning, middle, or end of a sentence, or between two complete sentences. To show an ellipsis at the end of a sentence, indicating that a *statement* was not finished, simply use three ellipsis points.

Example:

- The keyboard's main uses, for local operation and programming,...
- In the baseball game, our team scored four home runs, the other team, only two,...

To show an ellipsis at the end of a sentence, indicating that a *question* or an *exclamation* was not finished, put a question mark or exclamation mark after three ellipsis points.

Example:

- Would the operator be more comfortable with a tungsten up light, an overhead fluorescent light, or ...?
- does he work as an actor or ...?

To show the omission of one or more complete sentences from between two other complete sentences, precede the ellipsis points with the normal full stop (placed close to the final word) at the end of the first sentence, and follow them with a capital letter to signal that the subsequent words were the beginning of a new sentence.

Example:

In earlier versions of X, all templates had to be saved with a filename of up to eight characters. ... Now you can create categories for your templates...

To show an ellipsis at the beginning of a sentence, precede three ellipsis points with the normal full stop (placed close to the final word) at the end of the previous sentence, and follow them with a lower-case letter to signal that the subsequent words were not the beginning of the next sentence:

Example:

- ... maybe caused by the fetus moving. ... allow time for the signal to stabilize before you ...
- ... permits an almost unlimited range of color combinations: blue and yellow, blue and green, yellow and green, yellow and red, ...

If you add any words within an ellipsis to clarify the text, enclose your interpolation within square brackets:

- Avoid indiscriminate use of this word ... [while] ...
Many writers use it frequently as a substitute for *and* or *but* ...⁵⁹

⁵⁹ John Kirkman, *Punctuation Matters, Advice on Punctuation*....pp.58-60

13. Slash (/)

The slash (sometimes called slant, solidus, oblique, or virgule) signifies an alternative, 'or'; it does not signify 'from-to'. Use slashes sparingly and uses them to express genuine alternatives, such as:

- ... may need adjustment and/or lubrication.
- ... optimized data transmissions may be downloaded/uploaded directly using...

Use a slash to show when a unit for a physical quantity is divided by a unit for another physical quantity

Example:

- ... m/s = meter(s) per second ...
- ... rev/min = revolutions per minute ...⁶⁰

Separating The Numerals Making Up A Date

Example: 01/01/97

Indicating a period spanning two calendar years

Example:

academic year 1997/98

records from 1955/56⁶¹

Based on the theory above, it can be concluded that punctuation is the sign of writing to make clear the writer's ideas. Punctuation also can help the reader to understand what the writers intend to communicate.

⁶⁰ John Kirkman, *Punctuation Matters, Advice on Punctuation*. p. 90-91.

⁶¹ Anne Stillman, *Grammatically Correct The Writer's Essential...*p.140

E. The Definition of Text

According to Siahaan, the definition of text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.⁶² Besides, he states in another book that a text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. The linguistic context is the linguistic unit before and after a text. The nonlinguistic context is outside a text.⁶³ Based on the explanation above it can be concluded that the text is a meaningful linguistic unit that can be written or spoken, and it can be a word, or a sentence, or a paragraph. Anderson et.al states that texts are divided into two main categories, they are:

1. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

2. Factual texts

It presents information or ideas, aims to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition, and procedure.⁶⁴

The texts are categorized into two main parts in which each text has a different meaning and function.

⁶² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.3

⁶³ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

⁶⁴ A. Anderson, and K. Anderson, *Text Types in English 2* (South Yarra: MacMillan Education Australia PTY CTD, 1997), p.1

F. Types of Text

According to the English syllabus for senior high school, many kinds of text are taught in senior high school of tenth grade. They are descriptive, recount, and narrative text.

1. Descriptive

The descriptive text describes person, place or thing. Generic structures of descriptive text are identification and description. Identification identifies phenomena to be described, and the description describes parts qualities and characteristics. The language feature of the descriptive text focuses on specific participants, use of adjectives and adverb and use of simple present tense. The example of descriptive text such as describes people (an artist, teacher, best friend, family, scientists, famous figures, pets, etc.). Place, such as Borobudur Temple, beach, mountains, cities, etc. Things such as plants, for example, rose, jasmine, lotus, etc.

2. Recount

Recount text is a piece of text that retells past events usually in the order in which they happened. The generic structure is orientation, a record of event and reorientation. While its language features are focused on the participant uses time connective and conjunction, uses past tense and uses adverb and adverb phrase.

3. Narrative

The narrative text is a piece of text which tells a story to entertain and inform the reader and listener. The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on a specific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, Issumboshi, MalinKundang, etc.⁶⁵

Based on the explanation above, it can be concluded that there are three types of texts in teaching writing for high school students and each student must be able to understand the generic structure and language features of these texts. Understanding the generic structure and language features can help students to make examples of each text taught.

G. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text that describes person, place or thing.

The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers.⁶⁶ Description paragraphs should be detailed, clear, and render the represented reality chronologically.

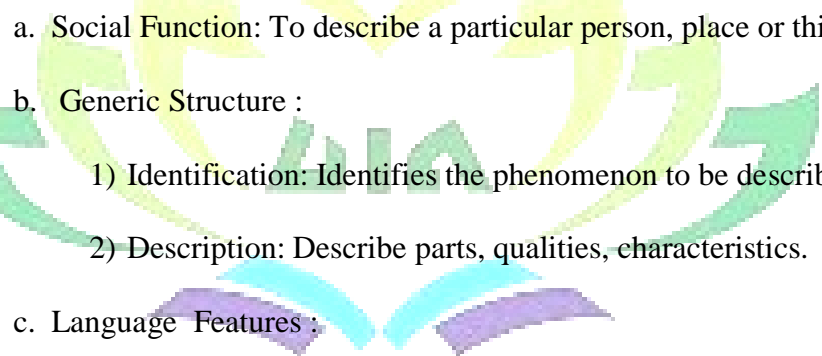
⁶⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queen lands: AAE Publishing, 1994), pp.192-220.

⁶⁶ Dian Reftya Wati, "Improving The Students' Descriptive Text Writing Ability Through The Implementation of Clustering Technique at the Tenth Grade of Man 1 Metro". English Education: Jurnal Tadris Bahasa Inggris. Vol 11 (1), 2018,p.132. <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/3492>, (Accessed on 14th January 2019).

George and Julia state that description recreates sense impressions by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. The description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.⁶⁷ From the states above can be concluded, descriptive is a text that describes person, place or thing. Description can help the reader to visualize a scene or a person by their imagination.

2. The Components of Descriptive Text

The descriptive have some parts are as follows:

- 
- a. Social Function: To describe a particular person, place or thing.
 - b. Generic Structure :
 - 1) Identification: Identifies the phenomenon to be described.
 - 2) Description: Describe parts, qualities, characteristics.
 - c. Language Features :
 - 1) Focus on specific participants.
 - 2) Use of attribute and identifying process.
 - 3) Frequent use of epithets and classifiers in the nominal group.
 - 4) Use of simple present tense.

⁶⁷ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

- d. The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we are describing a person, a place, or a thing, we aim to reveal a subject through vivid and carefully selected details.⁶⁸

3. Types of Descriptive Text

a. Description of a person

People are different, and writing descriptions of people are different. For explaining to people that you describe you might need to tell the identification, an impression, or a character sketch, depending on the situation.

1) Identification

Identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Although the impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

⁶⁸ Linda Gerot and Peter Wignell, *Making Sense of* p.208

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.⁶⁹

b. Description of a place

In describing the place the description must be arranged so that the reader can imagine the scene clearly illustrated. To make paragraphs more interesting, the writer can add control ideas that state the attitude or impression of the place described. And setting the details in your description depends on the subject and purpose.⁷⁰

c. Description of a Thing

To describe a thing the writer must have a good imagination about that thing that will be described. To make the subject interesting and clear to the reader, several things must be considered including using proper nouns and effective verbs.

1) Using Proper Noun

⁶⁹ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inc., 1976), pp. 150-151

⁷⁰ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

Effective verbs can add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.⁷¹

Based on the description above it can be concluded that the description can be categorized into three, namely, description of people, places, objects, and in each part, some things need to be considered to make descriptive text easily understood by the reader.

Figure.1
The example of descriptive text in the English textbook for the tenth-grade senior high school curriculum 2013 revision 2017.

⁷¹ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p 267

Title	Taj Mahal
Identification	<p>Taj Mahal, an epitome of love, is a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous with love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means the crown of palaces.</p>
Description	<p>Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst, and turquoise) that form the intricate designs.</p> <p>Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.</p> <p>Taj Mahal shows shades of magnificent beauty at a different time during the day. At dawn when the first rays of the sun hit the dome of this epic monument, it radiates like a heavenly pinkish palace. In the daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that the Taj Mahal becomes one of the Seven Wonders of the World.⁷²</p>

Sources: <http://www.history.com/topics/taj-mahal>, <http://www.tushky.com/blog/taj-mahal-in-agra/>

⁷² Utami Widiati, et.al, *Bahasa Inggris Kelas X Untuk SMA/MA/MAK 2017, Cetakan ke 3* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).pp. 59-60.

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